

HEROES & VILLAINS

Answer Key



Defining Civic Virtue (p. v)

1. Answers will vary. Some students may say that when they encounter the term “civic virtue,” they assume it refers to religious morality, or some sort of general morality. Others may be more specific, saying that it refers to personal conduct that affects society in a positive way.
2. Answers will vary. Encourage open and thoughtful discussion of responses.
3. Sample responses: Because human beings are imperfect, no one person should have too much power—hence, separation of powers. Because no one group should have too much power—limited government.

Clarifying Civic Virtue (p. x)

1. Students’ responses should expand on their previous answers and incorporate historical and philosophical context, perhaps including Aristotle and indicating that it may include, but does not require, religious belief. Some students should also note that it involves a balance between extremes, action rather than just ideals, regular habits, and must be related to just purposes.
2. If student response did change, response should be a reasoned explanation of what points in the reading contributed to this change. If the student response did not change, response should provide a reasoned explanation for why, based on the text, it did not.
3. Student responses should have expanded beyond their first response and make a direct

connection between the U.S. constitution and a constitutional republic, as well as to the ideas about human nature and the constitutional republic as addressed in the reading.

Identifying and Defining Civic Virtue (p. xi)

Student responses will vary; accept answers that make a reasonable connection among the civic virtue, the person or character, and the justification based on the definition.

Benjamin Franklin and Civic Virtue - Questions to Consider (p. xix)

1. Franklin understood virtue to be habits or traits that would reflect good conduct (“rectitude of conduct”) and bring a person closer to moral perfection. He refined his understanding as he concluded that moral perfection was not possible, but that the ambition and attempt toward it made him a better and a happier person.
2. Franklin ordered the virtues because he thought that working on all of them at the same time would be distracting and that focusing on one at a time would be a more effective way to work on them. He put them in an order so that virtues he acquired earlier might help him to develop others that were later on his list.
3. “Contrary Habits” or “Inclination” led him to keep slipping into habits that were not virtuous.
4. Given how frequently Franklin refers “habit” as a part of his attempt to become more “morally

perfect,” and the system he devised in order to increase his practice of virtues, he appears to have agreed with Aristotle that virtue was, indeed, a habit.

5. Franklin intended to master one virtue at a time, focusing on each one for a week and marking in his book the number of times he failed at that virtue. His goal was to keep each week clear of marks indicating when he had failed.
6. Franklin has difficulty living as virtuously as was his goal. He had difficulty keeping his weekly lines “marked clear of spots.” He did, however, see his faults diminish.

Moral perfection: Student responses will vary, but should be reasonable and related to the student’s overall beliefs and understandings. Challenge students to identify the bases of their motivations to act virtuously.

7. Franklin’s words are based on assumptions that right and wrong are universal and absolute, even while moral perfection may not be humanly impossible.
8. Franklin did not accomplish his initial goal of moral perfection because he never did rid himself of the faults he sought to eliminate because he found himself “so much fuller of Faults” than he had imagined.
9. He did eventually begin to see his faults diminish, and he did become a happier person than he would have been if he had not made the attempt, and he believes he was made better for having tried.
10. Student responses will vary, but should be based on the text.
11. Similarities students may find are:
 - Contribution – Industry.
 - Integrity – Sincerity.
 - Justice – Justice.
 - Perseverance – Industry.
 - Respect – Chastity.

- Responsibility – Resolution. Responsibility – Frugality. Responsibility – Temperance.
- Self-Governance – Silence. Self-Governance – Order. Self-Governance – Moderation.

Students may find several differences, including that some of Franklin’s virtues may not seem to correlate to those in the “Identifying and Defining Civic Virtue” list. Students may also identify differences in the definition of virtues that may otherwise seem similar.

12. Accept reasoned student responses.

Tanks in the Square (p. 3)

1. Students may be somewhat familiar with this scene, including the fact that it is often referred to as “Tank Man” and that it took place in China. Some may know the decade or year it took place. Some may also know something about the political context and its place in history. Use responses to inform instruction.
2. Student responses will vary. Use responses to inform instruction throughout the rest of the activity. Provide answers, to students’ additional questions, or provide a means for them to research them in class.
3. Accept reasoned responses that are based on what can be observed in the photograph. Students should spot the man standing in front of the tank.
4. Students should identify the man standing in front of the tank on the left side of the photo. In the context of the size of the Square, and the size and number of the tanks, he appears quite small—and could almost be missed by someone not looking closely.

Students may say that he is making a statement about his determination in his protest, about his lack of fear of the tanks and troops, or of his willingness to sacrifice for what he is demanding.

4. Student responses may vary. Ask for explanations for the answers they provide.
 5. Some students may believe he and the other demonstrators did experience fear, but that they acted in spite of it because they were so sure their cause was just. Others may believe that the strength of their convictions helped them to not actually experience any fear. If students share personal anecdotes about times they acted courageously, respond with affirmation and encourage thoughtful discussion.
 6. Student responses may vary. Accept reasoned responses and invite a safe environment for students to share their opinions while encouraging an understanding of the First Amendment and not only the costs, but the benefits of free speech. Introduce the idea of not causing direct harm to other people or to their property in the process of expressing oneself.
 7. Ask questions that will encourage further deliberation and discussion about the relationship between free speech, personal responsibility, and a constitutional republic. Use your own classroom discussions as an example of the significance of civil dialogue that includes disparate ideas and opinions.
 8. Examples of courage that students may identify might include trying out for a play, a musical group, or a team, or running for student government. It could also include enrolling in a challenging class serving the community in an unfamiliar setting. Affirm specific responses that help students to transfer their understanding from the purely academic to personal application.
2. Answers will vary. Note the discrepancy between presiding over an impeachment trial fairly and impartially while being wanted for capital crimes as a sitting vice-president. Burr was subject to possible censure and impeachment for his actions in the Senate, but his colleagues did not proceed against him.
 3. Both Wilkinson and Burr pursued their own ambitions out of self-interest and ambition for money and power. Their ambitions played into the hands of various European powers who wanted to see the American republic fail, in part because of imperial and territorial interests on the North American continent.
 4. Answers will vary, but Wilkinson and Burr betrayed each other as plotters in a conspiracy often do to suit their interests. Think of the phrase “there is no honor among thieves.”
 5. Answers will vary. Burr may have sincerely believed in those ideals, but his profession of them strikes one as duplicitous, that his words masked his true intentions or that they were merely words not actions. He seemed to betray his public trust in his honesty and integrity as he wanted to serve only his own ambitions rather than the public good.
 6. Burr tried to secure followers, money, weapons, and transportation to launch his planned invasion. Answers will vary on why he was so brazen. Perhaps he was so open to attract more followers or maybe his ambition overcame any reservations he had about being discovered.
 7. Wilkinson was a double agent who would benefit from being rewarded by either the United States or Spain depending on the circumstances. The governor’s actions during the declaration of martial law resulted in the violation of basic and essential civil liberties.
 8. Answers will vary for the different questions. The constitutional rule of law, however, demands an adherence to the letter and spirit of the law. Since there is an exact definition of

Aaron Burr and Ambition: Discussion Guide (p. 133)

1. Aaron Burr was charged with dueling and murder in two states for killing Alexander Hamilton, but he did not stand trial for those crimes.

treason in the Constitution, it should be followed closely by the courts. Even if the accused person seems guilty, all persons are innocent until proven guilty by the presented evidence in a court of law.

9. Answers will vary but individuals such as George Washington who exhibit civic and republican virtue can serve as a standard by which to measure the actions of those who practice vice challenging the virtue and health of civic virtue and the republic. Aaron Burr exercises an unhealthy amount of ambition directed only at his own self-interest rather than the good of the republic.

*Contribution – The Schechter Brothers:
Discussion Guide (p. 143)*

1. The Schechter brothers used their knowledge about poultry, butchering, Jewish dietary law, and their neighbors' needs to offer safe, affordable chicken to their customers during difficult economic circumstances (the Great Depression).
2. They were charged with: selling "unfit" poultry, allowing customers to select their own chickens, refusing inspections by regulators, and selling chickens to unlicensed purchasers. They were also accused of "competing too hard" and keeping prices "too low."
3. Students may respond that they were surprised, and some may indicate some degree of indignation. They may relate this to a sense of justice, and that what happened was unjust, or wrong. Many students may thus conclude that there is such a thing as right and wrong.
4. When a majority of citizens in a society are using their skills to contribute to their communities, whether through volunteerism or through their vocations, the community benefits.
5. In *A.L.A. Schechter Poultry Corporation v. United States* (1935), the Supreme Court decided in favor of the Schechter brothers, ruling that the NIRA was unconstitutional and that Congress had exceeded its constitutional authority in delegating its lawmaking power to the president.
6. Accept reasoned responses. Sample responses provided.
 - a. Students may decide it is not unfair because you close your business on your Sabbath day.
 - b. Some students may determine it is fair because a business owner can find various ways to keep costs low in order to compete in the market. Other students may disagree with the idea of keeping labor costs down. If so, ask students how their opinion may change if the employees are forced to accept lower wages versus if they voluntarily agree to lower wages in order to better compete in the marketplace and increase their job security.
 - c. Most students will identify this as unfair.
 - d. Unfair, unethical, illegal.
 - e. Unfair, unethical, illegal.
 - f. Responses will vary for other scenarios that you or others may suggest.
7. Since anti-Semitism was not atypical at the time, it puts into context the status that the Schechter brothers had in the greater society beyond their neighborhood, and also helps to highlight other, "hidden" factors that may have played a part in their being targeted more so than other business at that time and place.
8. Some students may say that that when people use their talents and work hard, it strengthens society. Others may add an economic framework by indicating a relationship between economic freedom and a strong economy. Still others may note that that in trying to maintain a business that aligned with their religious principles, they were setting an example of integrity in their business dealings.